

Yarmouk University
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A Comparative Study of Apology Discourse Expressions of Native and Non- Native Speakers of English in the Universities of Saudi Arabia

دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الانجليزية و الناطقين بغيرها في الجامعات السعودية

Submitted by

Abdullah Nazal Samed Al-Sharari

Supervisor

Dr. Dina Al-Jamal

A thesis submitted in partial fulfillment for the Masters Degree in EFL

2013

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Dedication

To my parents who instilled in me the love

for learning, for their encouragement and help.

To my wife and her family who showed all

patience and encouragement.

To my kids, my inspiration for success.

To all of my friends who are always there

for me.

To all of them I dedicate this work.

Abdulla Al-Sharari

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Acknowledgement

In the beginning and always I would like to thank Allah for being my source of strength; for being True to what He promised me. I praise You and I thank You my Creator and Savior. To Allah be the Glory.

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Abdulla Al-Sharari

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Table of Contents

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List of Tables

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Appendices

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Abstract

Al Sharari, Abdulla Nazal. A Comparative Study of Apology Discourse Expressions of Native and Non- Native Speakers of English in the Universities of Saudi Arabia. Masters Degree thesis, Yarmouk University, 2013. (Supervisor: Dr. Dina Al -Jamal)**.**

This study aims to describe and compare the apology strategies utilized by NNs and Ns English language lecturers in the universities of Saudi Arabia in confronting eleven apology situations. For this purpose, data were elicited from 45 NNs and 12 Ns lecturers in the academic year 2011-2012. Demographical variables included : gender, mother tongue, home country, and length of stay in the Kingdom. Data were elicited from the participants through a *Discourse situations* questionnaire. The study aims to answer the following questions: -Are there any statistically significant differences between the use of apology discourse expressions by native speakers and non- native speakers of English in pedagogical situations attributed to the study variables (gender, age, experience, and length of stay in Saudi Arabia? , and -What are the pedagogical implications of the results of the study?

The results of the study showed that apologies between native and non-native speakers of English were not dramatically different. The study reported, however, variation in the degree to which the strategies were

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employed by non-Arab lecturers. The findings of this study might be of pedagogical help and significance to textbook designers, researchers, teachers and those interested in communicative competence in general and apology speech act in particular.

Key words: apology strategies, native speakers (Ns), non-native speakers (NNs), Saudi Arabia, speech act, Discourse Markers.

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Chapter One

Background of the study

Introduction

Apology usually applies to an expression of regret for a mistake or wrong with implied admission of guilt or fault and with or without reference to mitigating or extenuating circumstances. Discourse expressions contribute to the coherence of the discourse by signaling or marking a relationship across utterances. Blum-Kulka, House, and Kasper (1989), Blum-Kulka, and Kasper (1993) have accounted for two basic forms of apology; A) via an explicit illocutionary force indicating device (IFID), which selects a reutilized formulaic expression of regret e.g. (be) sorry, B) or by using an utterance which contains reference to one or more elements from a closed set of specified propositions, the semantic content of which relates directly to the apology reconditions.

Individuals offer apology when their act causes harm or discomfort to others. The concept of apology can be present in any culture, but cultures can differ in apology strategies, usage, and frequencies (Owen, 1983; Wolfson, Marmor, & Jones, 1989). It is possible that individuals in different cultures may apologize differently for the same offense. Furthermore, individuals in one culture may not even see the need for apologizing for an act, whereas individuals in another culture may apologize profusely for the same act. It

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has been noted that cultural differences in apology behaviors could lead an individual in one culture to appear an incompetent communicator in another culture (e.g., Jung, 1999; Olshtain, 1989; Yu, 1999). Better understanding of cultural differences in apology can be a way to improve intercultural communication competence and promote smoother interaction among people from different cultures.

Different people from different cultural backgrounds differ in the way they express apology or regret. Native speakers of English express apology in ways different from those expressed by non-native speakers. Apology differs cross-linguistically. The various studies about apology forms used in different languages (Aijmer 1996, 2002; Andersen, 1998; Carter and McCarthy, 2006; Fraser, 1990, 1999; Stenstro¨m ,1998) came with many findings. Both the quantitative and qualitative results indicate the significance of the pragmatic and pedagogic values of apology to learners, where students at the intermediate-advanced level are challenged to acquire DMs for both receptive and productive purposes. The findings also reveal the underrepresentation of DMs in existing teaching materials and in teaching subjects.

Fraser (1990) put forward an analytical framework which has been very popular in apology studies and has been adopted by many scholars investigating apology strategies (Bataineh, 2004; Blum-Kulka & Olshtain,

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1984; Olshtain, 1989; Olshtain & Cohen, 1983). This framework recognizes the following 6 main types of apology strategies:

> *"a. Illocutionary Force Indicating Device (IFID), i.e. announcing that one is apologizing.*
> *b. Acknowledgement of responsibility for the offending act.*
> *c. Explanation or account of the situation.*
> *d. Offer of repair.*
> *e. Promise of forbearance from similar offending acts in the future.*
> *f. Showing concern for the hearer"(* Olshtain & Cohen, 1983:pp.410)

Maddux (2011) hypothesized that people in the USA understand apologies as analytic mechanisms for assigning blame and re-establishing personal credibility. In contrast, apologies in other cultures (such as Japan) are understood to be general expressions of remorse rather than a means to assign culpability. Compared to Americans, Japanese apologized more often and were more likely to apologize for actions in which they were not involved; on the other hand, Americans were more likely than Japanese to equate apologizing with personal blame.

Green (2006) described discourse expressions as little words or phrases which generally add ***nothing truth of the sentence*** they are part of; they, however, reflect an attitude of the speaker toward what is being said in the present utterance. According to Green (2006), there are two basic kinds of discourse particles: a) attitudinal discourse expressions, such as *well, uh, like, gosh, oh, OK, I mean,* and *you know,* which indicate something about how the speaker feels about what is being said, or how one feels about how

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the addressee feels about what is being said, and b) structural discourse expressions like the sentence initial particles *Now, OK, And, But*, which speakers use to indicate a structural boundary, and a hint of how what follows relates to what went before.

Fung and Carter (2007) found that learners' L2 proficiency and their native language's socio-cultural norms affect their use of apology strategies. Ellis (1994) supposed that in the case of the English apology, the expressions with 'sorry' are used as part of a social interactional routine formulae. Strategies used in apology are largely universal; however, learners do experience difficulty in performing and understanding this speech act in L2.

Apologies fall under expressive speech acts in which speakers attempt to indicate their state or attitude. In order for an apology to be effective, it should reflect true feelings. One cannot effectively apologize to another and truly reach him/ her unless one portrays honest feelings of sorrow and regret for whatever one has done (Tehrani, Rezaei, Dezhara, and Kafrani, 2011). Fung and Carter (2007) defined apology as "the frequency and amount of Discourse Markers (DMs) that people use is significant compared with other word forms"(p. 18).

Walters (1979) conducted a comparison of requesting structures in English and Spanish with bilingual children. One of his findings is that these children tend to use polite forms in Spanish more than in English because they have a better ability to perform in Spanish than in English. He

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concluded that language proficiency affects one's production of speech acts greatly. On the other hand, bilingual children may not be equipped with the full complement of strategies for performing a given speech act in both their language at a certain age. Therefore, Walters suggested that teachers should not be offended by children's limited ability in using politeness forms. Rather, they should teach them in their second language and culture.

Reiter (2000) compared the linguistic politeness of requests and apology in Britain and Uruguay. She found that in situations where a severe offense had been committed, considerations of social distance become secondary. She indicated (2000:164) that *"apologies are dependent upon interaction between the seriousness of the offense and the social power."*

Discourse expressions are multifunctional and can operate at a discourse, grammatical or lexical level (Torres, 2002). They have been observed to be an important component of language which performs a variety of functions in discourse (Schiffrin 1986, 1987).

Discourse expressions were investigated extensively. They have been labeled as sentence connectives (Halliday and Hasan 1976), or as discourse particles (Goldberg 1980; Schourup 1985), or utterance particles (Luke 1987, 1990), or as semantic conjuncts, or pragmatic expressions (Erman,1987). Fraser (1999) referred to DM's problematic and controversial nature. Fraser maintained that researchers such as Schourup (1985); Erman (1987); Schiffrin(1987) and Aijmer (1996, 2002) agreed that DMs are

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lexical expressions that relate discourse segments, but they have disagreed on how they are defined and what functions they carry.

Statement of the Problem

Arabic is one of difficult languages and is very different from English, both on the semantic and syntactic levels. Saudi Students' achievement in speaking and conversation is very low. Describing Discourse Markers and apology expressions through forms or frames might make learning English by students easier. This study offers a broad description of discourse Markers (DMs) in pedagogical settings, using data that is collected from English native and non-native lecturers at the northern region universities in Saudi Arabia. The absence of cross-cultural contrast of discourse expressions with special reference to 'apology' will definitely result in committing many language mistakes. This will lessen mistakes for Arab students; especially that Arabic language has been identified as one of the most difficult languages for English native speakers to learn because of the vast differences in vocabulary, grammar, and writing systems, as well as in the underlying cultures and traditions.

Also, the present study compares and contrasts differences in the use of apology strategies in pedagogical settings between native speakers of English and Non-native speakers of English. Due to the differences in the ways students from different cultures express apology, it is necessary to

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understand this contrast where pedagogical implication can be made in a way that helps learners through in educational contexts.

Questions of the study

This study sought to answer the following questions:

- Are there any statistically significant differences between the use of apology discourse expressions by native and non- native Speakers of English teaching in the universities of Saudi Arabia in pedagogical situations attributed to the study variables (gender, experience, and length of stay in Saudi Arabia?

-What are the pedagogical implications of the results of the study?

Significance of the study

One of the most effective means for re-establishing trust in negotiations and disputes is by making an apology. However, the function and meaning of an apology (and thus its effectiveness for negotiators) may differ across cultures. This study is tackling the topic of the differences in presenting apology between NS and NNS of English. The importance of the current study arises from the fact that studies that examined this topic in the Arabic societies are very rare, to the best knowledge of the researcher, if not unavailable at all.

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This study may be useful to different groups of people for different reasons. Firstly, the study may be useful for EFL learners to learn beyond the language classroom and their desire to undertake tasks through apology discourse expressions in English and contrast them with those in Arabic. Different people from different backgrounds (Arabic and English) express apologies in very different ways which create difficulty in learning the FL and may affect the relationship between the learner and instructor. The current study, accordingly, will identify, compare and contrast specific aspects cross- linguistically, which in turn, may facilitate the spoken interaction production and analysis processes in the English language. Secondly, the study may shed light on the different uses of discourse expressions of native speakers and their advantages for university students at the English departments or for students who intend to follow up their graduate studies abroad.

Making a comparison and contrast of the types of apology used in certain situations will help Arab students understand their lecturers much better, and, eventually, will lead to minimize the misunderstanding between students and their lecturers. Also, this may be useful for teachers as they may use ‘apology’ discourse expressions. Teachers may be motivated to present language in a more enjoyable when they understand these expressions themselves. By learning the type of apology used in English and used in

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Arabic, learners will arrange their lives according to what they feel that their behavior will satisfy their teachers.

Definition of terms

The following terms have designated meanings whenever they are used in the study.

Discourse Markers

In the present study, discourse markers will be adopted as by Halliday and Hasan (1976) and Schiffrin (1987). According to Halliday and Hasan (1976), discourse expressions signal transitions in the evolving process of the conversation, index the relation of an utterance to the preceding context and indicate an interactive relationship between speaker, hearer, and message. Halliday and Hasan (1976) defined DMs as linguistic units which fulfill a largely non-propositional and connective function at the level of discourse. Fung and Carter (2007, p.410) noticed that "they signal transitions in the evolving process of the conversation, index the relation of an utterance to the preceding context and indicate an interactive relationship between speaker, hearer, and message".

It is important to be polite in the Arabic culture. For this reason it is important to emphasize the cultural value of politeness. Some examples may help to show this. For instance, an Arabic customer entering a shop will normally make an 'apology' for disturbing the shop assistant. Another

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example, moving in the street you can't avoid (sometimes) pushing other people; an Arabic speaker will always make an apology, otherwise he/she will be in trouble. Apology has a very important function in avoiding struggles between tribes. In the Arabic striving for harmony between people, the apology has great importance. There are some common expressions of apology in Arabic, in general and among Saudi people, in particular; these are: (I'm) Sorry , I apologize, Pardon (me), Forgive (me), Excuse (me).

Schiffrin (1987, p.31) defined DMs as "sequentially dependent elements which bracket units of talk". They are ‘sequentially dependent’ in that the units of talk prior to and following a discourse marker are indicative of the meaning a speaker communicates or infers.

Speech Act is an act that a speaker performs when making an utterance, including the following: A general act (illocutionary act) that a speaker performs, analyzable as including (the uttering of words (utterance acts), making reference and predicating (propositional acts), and a particular intention in making the utterance (illocutionary force) (Searle, 1969).

Accordingly in the current study, an illocutionary act is a complete speech act, made in a typical utterance, that consists of the delivery of the propositional content of the utterance (including references and a predicate), and a particular illocutionary force, whereby the speaker asserts, suggests, demands, promises, or vows. (Searle, and Vanderveken, 1985).

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Apology: This word comes from the Old French *apologie,* from Late Latin *apologia,* from Greek: a verbal defense, from APO- + *logos* speech. It is a Synonym for, apologia, defense, and justification. These nouns denote a statement that excuses or defends something, such as a past action or a policy: arguments that constituted an apology for capital punishment; published an apologia expounding her version of the events; a defense based on ignorance of the circumstances; an untenable justification for police brutality. In this study the following definition will be used: A formal justification or defense, or an explanation or excuse.

Limitations of the study

There are some limitations to this study. The researcher may point out these limitations in the following points:

1- The results will be generalized to the participants of the study and limited to Saudi north region Universities. The results, also, can be generalized to similar context, sample, instruments and procedures

2- The results are bounded by two demographic details (i.e. NS or NNS; and gender). Other demographic details may have different results, accordingly.

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Chapter Two

Literature Review

Introduction

Discourse markers are important in the area of language learning. The different approaches to investigate the speech act of apology can be divided into three categories: (1) cross-cultural where people in different countries may view pragmatics principles quite differently from each other (2) single language in which pragmatics is the study of how people comprehend and produce speech act in a speech situation or (3) interlanguage pragmatic approach, which inspects non-native speakers' language. The concern of this study, however, is just on cross-cultural categories only.

1) Cross-cultural studies

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Studies on speech acts have exposed that an identical speech act may be understood rather differently across different cultures. It is vital to know how speakers in a language community use speech acts in a variety of social contexts.

Sugimoto (1997) compared the apology expressions of 100 American (79 males and 21 females) and 181 Japanese (82 males and 99 females) college. He reported that the four most used strategies are statement of

remorse, accounts, description of damage, and reparation. And that, with the exception of accounts, the Japanese respondents used these strategies more than their American counterparts did.

Lakoff (2001) matched the expressions of apology used by a participants of 150 undergraduate participant (52 male, 98 female) studying at a large university in China and a 100 undergraduates (52 male, and 98 female) studying in a large university in the U.S. Lakoff used an open-ended question format, and participants' answers were coded into different categories. Lakoff pointed out that, although the three primary functions of apology have been widely acknowledged, the extremely diversified forms of apology make it difficult to pinpoint the specific functions of each apology form. Different strategies of apologizing can fulfill similar functions. The category of explicit expression of apology, which contains (1) direct apology, (2) expressions of regret; and (3) requests of forgiveness is found to be the most explicit and direct because it is clear and overt and requires the least effort on the recipient's part to infer the intention of the apology.

Fung and Carter (2007) examined and compared the production of discourse expressions by native speakers and learners of English based on a pedagogic sub-corpus from CANCODE. A corpus of spoken British English students; and a corpus of interactive classroom discourse of secondary students in Hong Kong participated in the study. The Hong Kong learners were found to display a liberal use of referentially functional discourse

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expressions (and, but, because, OK, so, etc.) but a relatively restricted use of other expressions (yeah, really, say, sort of, I see, you see, well, right, actually, cos, you know, etc.). Native speakers are found to use discourse expressions for a wider variety of pragmatic functions and the study therefore also discusses some possible pedagogical implications involved in preparing learners to become more interactional competent speakers.

Hong (2008) conducted a cross-cultural comparative study of apology strategies written in English by two groups of college students. Data for this study were the e-mails collected from two instructors in two undergraduate courses at a US university. The e-mails were sent by the students to the instructors for class absences and were all written in English. These e-mails were made anonymous by removing the senders' names and addresses. The e-mail senders are 33 undergraduate students in a technology class and 26 undergraduate students in a beginning Chinese language class. All of the 33 students in the technology class (TC hereafter) are Caucasian Americans and native speakers of English. The 26 students in the Chinese class (CC hereafter) consist of 7 students from Indonesia, 1 from Japan, 4 Caucasians from the United States, 2 from Hong Kong, and 12 Americans with Chinese ancestry. The study analyzed the e-mail correspondences for class absences from students to lecturers in two undergraduate classes, a technology class and a Chinese language class. It was found that the cultural background of the students and the course attendance policies were two major factors that

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caused different apology strategies. The differences are attributed to the different perceptions of social distance, politeness, severity of offense, and obligation for apology.

(2) Single language studies

Single language in which pragmatics is the study of how people comprehend and produce speech act in a speech situation. Bataineh (2004) investigated Jordanian EFL university students' apologies, using a 10-item questionnaire based on Sugimoto's (1997). The findings revealed that male and female respondents used the primary strategies of statement of remorse, accounts, compensation, promise not to repeat offense, and reparation. They also resorted to the use of non-apology strategies such as blaming victim and brushing off the incident as unimportant to exonerate themselves from blame. The findings further revealed that male and female respondents differed in the order of the primary strategies they used. In addition, female respondents opted for non-apology strategies that veered towards avoiding the discussion of offense while male respondents used those which veered towards blaming the victim. This research is hoped to have implications for ESL/EFL pedagogy as well as the study of intercultural communication.

Farashaiyan and Amirkhiz (2010) carried out a study to describe and compare the apology strategies utilized by Iranian EFL and Malaysian ESL learners in confronting identical apology situations. Data were elicited from

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15 Iranian and 15 Malaysian students through discourse completion tasks questionnaire. The participants were of the same language proficiency. Results of the study showed certain similarities and differences in terms of frequency and typology of strategies used by Iranian and Malaysian students. The findings of this study might be of pedagogical help and significance to teachers, students and those interested in pragmatics in general and apology speech act in particular.

Tehrani, Rezaei, Dezhara,and Kafrani (2011) investigated the different primary and secondary strategies the Iranian EFL students use in different situations and the effect of gender on this. The population of the study consisted of all university undergraduate Persian literature students at Isfahan University. The participants consisted of forty randomly selected students drawn from the Department of Literature .The respondents are relatively homogeneous in terms of their cultural background (Iranian), academic/ linguistic experiences (19-to 22-year - old undergraduates majoring in Persian literature) and gender (twenty males and twenty females). A questionnaire was developed to compare the apology strategies used by male and female students, only gender was examined as a variable. The results showed that the statement of remorse was the strategy most frequently used by male and female respondents across the participnts and female participants used this strategy more frequently than male participants. Moreover, the four primary strategies used by the male respondents were

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accounts, compensation reparation, negative assessment of responsibility, while those used by female respondents were compensation, showing lack of intent to do harm, accounts, reparation. Male respondents tended to use negative assessment of responsibility more than their females, counterparts. Female respondents used the strategy of promise not to repeat offense in 10 of the situations, while their male counterparts did not use this strategy at all.

Martinez (2009) studied how Spanish readers react to English discourse expressions in a text. Martinez carried out an empirical study to find answers for the three research question: (a) if there was any relationship between presence of discourse expressions or absence of discourse expressions and reading comprehension in English as a foreign language, (b) if there was any relationship between the readers' proficiency in English and the effect of the presence or absence of discourse expressions on reading comprehension and, (c) if there was any relationship between the readers' age, gender, competence as learners and as learners of English, and the effect of the presence or absence of discourse expressions on reading comprehension. The obtained results showed that discourse expressions enhance reading comprehension in foreign language reading, and that the more successful students tend to use discourse expressions as aids to help their reading comprehension.

Ying (2009) investigated the characteristics of the use of Contrastive Discourse expressions, particularly the use of 'but' by Native English

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Speakers (NS), Chinese Non-native English Speakers (CNNS), and Japanese Non-native English Speakers (JNNS); in order to provide a rationale for the correct use of CDMs by CNNS and JNNS. The results showed that some functions of *(but)* did not necessarily appear in the English writings by CNNS and JNNS. CNNS and JNNS have a tendency to use *(but)* in certain unacceptable ways: (1) They prefer to use *(but)* as a substitute for however, when however should be used, or vice versa; (2) They are apt to use *(but)* and *(however)* at the beginning of a sentence or clause.

Jebahi (2010) investigated the use of the speech act of apology by Tunisian university students. A hundred students whose mother tongue was Tunisian Arabic were randomly selected for the study. Discourse completion test (DCT) was used to elicit apology strategies by the participants. The findings suggested that Tunisian university students used statement of remorse most in three main situations where the offended is: (i) a close friend, (ii) old in age and (iii) having the power to affect the offender's future. A noticeable percentage of participants denied responsibility for the offence and shifted responsibility to other sources using accounts. Other less used strategies were: self-castigation, offer of repair, blaming the victim, invoking Allah's name, intensification, minimization, and humor.

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Commentary

The literature review focused on cross-cultural differences with discourse like the case of American by Sugimoto (1997), or the case of Japanese by Lakoff (2001), or the case of Chinese by Fung and Carter (2007) and Hong (2008). Additionally, the literature account synthesized the research findings on the use of non-native EFL discourse markers (e.g. Bataineh, 2004; Farashaiyan & Amirkhiz, 2010).

The aims as well as procedures of this study are similar to the accounted and reviewed studies. In the sense that, this study tends to further students pragmatic or communicative competence through investigating cross-cultural perspectives. The underlying motivation of speech act studies is to outline the pragmatic rules that govern the use of language in different cultures and to show how findings can be used to facilitate communication between people from different socio-cultural backgrounds. This study, further, outlines the type and extent of the use of apology strategies used by native and non-native speakers of English in the university setting. Also, most of the previous studies depended on situations through which apology DMs can be elicited. This was so true for the present study. Data were elicited through participants' response to 11 situations relevant to lecturers; which is novel in speech acts typology.

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Yet all the reviewed studies have been conducted to investigate cross-cultural speech act performance in general, and apology speech act in particular with special references to learners other than the Arab learners. This type of research, in contrast, has focused on cross-cultural Arab and non-Arab learners' perspective as to apology DMs in English.

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Chapter Three

Methodology

This chapter describes the methodology of the study in terms of its population, instrument, validity and reliability measures, data collection and analysis procedures.

Method of the study

The present study aimed at examining DMs in pedagogical settings by using data elicited from Native speakers of English and Non-Native speakers teaching English in the universities of Saudi Arabia in the academic year 2011-2012. DMs were investigated in terms of cross-cultural contrast of discourse expressions with special reference to 'apology'. It is assumed that DMs awareness has positive effects on reducing mistakes (Bataineh, 2004; Blum-Kulka & Olshtain, 1984).

Accordingly, the study used a large scale survey collected from English native as well as non-native lecturers coming from all the northern region universities in Saudi Arabia.

The participants of the study

The present study focused particularly on the pedagogical implications of DMs, with some references to apology, held by Arab and non- Arab lecturers teaching English at the universities of the northern regions of Saudi

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Arabia. It is worth mentioning that Non-Arab participants entailed lecturers from India, Pakistan and any non-Arab countries. The number of non-Arab participants contained 45 lecturers. In contrast, the participants of NS consisted of 12 lecturers.

Table 1 shows the distribution of the participants according to mother tongue. NNS constituted 78.9% of the participants, while NS comprised 21.1% of the participants. Lecturers coming from Arab countries formed 43.8%, of the participants, while NNS coming from other countries (i.e. India and Pakistan) constituted 35.1% of the participants.

Table 1: Distribution of the participants according to mother tongue

Language	Frequency	Percent	Cumulative
Arabic	25	43.8 %	43.9 %
English	12	21.1 %	64.9 %
Other	20	35.1 %	100.0 %
Total	**57**	**100.0 %**	

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Most of the participants were males (75.4%), less than quarter of the participants were females (24.6%). Table 2 illustrates the participants' gender distribution. However, Table 3 gives an account of the participants' home country.

Table 2: Distribution of the participants according to gender

Gender	Frequency	Percent	Cumulative
Male	43	75.4 %	75.4 %
Female	14	24.6%	100.0 %
Total	**57**	**100.0 %**	

Table 3: Distribution of the participants according to Home country

Home Country	Frequency	Percent	Cumulative
Arabic Countries	25	43.9 %	43.9 %
Foreigners	32	56.1 %	100.0 %
Total	**57**	**100.0 %**	

Table 4 adds extra details by demonstrating the participants' length of residence in Saudi Arabia. 87.7% of the participants indicated that they have stayed in Saudi Arabia for a period less than 5 years, whereas, 12.3% showed that they have stayed for a longer period that extends 5 years.

Table 4: Distribution of the participants according to length of stay in Saudi Arabia

Length of stay	Frequency	Percent	Cumulative
Less than 5 years	50	87.7 %	87.7 %
5 years or more	7	12.3 %	100.0 %
Total	**57**	**100.0 %**	

The Instrument

To successfully conduct the study, the researcher developed a *Discourse situations questi*onnaire which consisted of eleven situations as based on the studies of Bataineh (2004), Blum-Kulka and Olshtain (1984), Olshtain (1989) Olshtain and Cohen (1983). The questionnaire was distributed to identify the perspectives of the lecturers on DMs of apology. The participants of the study filled the eleven-situation questionnaire. The situations presented in the *Discourse situations questionnaire* dealt with the

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following categories: either not fulfilling a certain promise, failing an appointment, expressing regret for some offence committed by speaker against hearer, remedy an offence for which takes responsibility, to restore equilibrium between wrongdoer and the person offended , an explanation offered to a person affected by one's action that no offence was intended, coupled with the expression of regret for any that may have been given; or, a frank acknowledgement of the offence with expression of regret for it. The situations consisted of real life ones that any person may run into during his/her daily life. All situations dealt with apology and how apology words are used to express regret.

Table 5 List of Strategies used in the Study

Category	**Example**
1- Self-accuse and blame.	‘It’s entirely my fault.’
2- Expressing regret.	‘I’m sorry.’
3- Offer of apology.	‘I apologize.’
4- Minimizing.	‘Waiting 10 minutes is nothing, right?’
5- Querying preconditions.	‘Well everyone forgets once in a while, right?’
6- Blaming someone else.	‘Last night, a friend visited me, so (I forgot to call you).’
7- Expressing embarrassment.	‘How could I forget that? (I don’t know why).
8- Explanation.	‘Because the meeting ended late (I am late).’
9- Expressing concern.	‘Are you O.K.?’
10- Promise of forbearance.	‘I will never be late again.’
11- Offer of repair.	‘Instead, I will bring it to you tonight.’

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A coding system was established where information was presented in numbers. Table 6 explains the coding system followed in the analysis. The coded data was then entered into the computer. Data were redefined using the SPSS Software as shown below.

Table 6: The coding system adopted in the study

Category	Gender		NS – NNS		Mothe Tongue			Home Country		Stay in SA /year	
	M	F	NS	NNS	Arabic	English	Other	Arabs	Foreigner	<5	5-10
Code	1	2	1	2	1	2	3	2	3	1	2

Validity

To test the validity of the questionnaire, it was presented to a team of five specialists in EFL as well as two specialists in linguistics chosen from the universities of northern region of Saudi Arabia who were later excluded from the participants of study. The team was asked to validate the content of the instrument concerning its instructions and suitability to the objectives of the present study. The team's comments and suggestions were studied carefully, and the necessary modifications were made accordingly. For example, the statements of the questionnaire integrated twenty situations which were restated while considering the comments of the jury; thus reduced to eleven situations.

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Reliability

The reliability of the instrument was field tested and refined through the split-half method on a pilot group of seven lecturers chosen randomly from the participants of the study. The participants were asked to fill the *Discourse situations* questionnaire twice within a two-week interval. The correlation coefficient was found to be 0.91 which was considered to be appropriate to conduct the present study.

Procedures of the study

1- Getting a task letter from Yarmouk University before distributing the questionnaire and handing it to the administrations of the universities in question.

2- The researcher translated the questionnaire to attach a copy of the original one and the translated one to the administrations of the universities to gain their approval for the participation of their staff in the study.

3- Applying the questionnaire on a pilot study randomly chosen from the universities in question.

4- Participants filled the eleven-situation questionnaire representing cases that a person may run into in his daily life and how he/she

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will respond in such a situation. The following is a summary of these situations as illustrated with examples.

5- After collecting data, proper statistical analyses were performed.

6- The SPSS package was used to calculate the required statistical procedures representing the descriptive analysis, that is, frequencies, percentages, means and standard deviation. After processing the data of each category, data were tabulated and each table was analyzed by categorizing the responses or percentages of respondents' satisfaction or dissatisfaction with the issues encompassed in the questionnaire.

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Chapter Four

Results of the Study

The data were analyzed separately according to the research questions stated earlier. The following sections present the findings as related to each research question independently. The crucial issue raised by this research was to find patterns of DMs as reflected in the pedagogical practices of NNS and NS English language lecturers in the northern regions of Saudi Arabia in the academic year 2011-2012. The results of the study demonstrated to what extent do NS and NNS differ in expressing apology to the situations presented in the questionnaire.

I) Results related to the First question

Descriptive and inferential statistics were employed to analyze the data. The frequencies of the occurrence for each of the *Discourse situations* questionnaire statements were tabulated first. Then, analysis of the data was performed using the SPSS software. Percentages for each situation were reported. ANOVA analysis was also performed in order to find out the differences between NNS and NS participants.

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Table 7: Distribution of apology strategies arranged according to the number of their occurrences

Strategy	**Number of occurrences**	**Percentage**
Expressing regret	129	20.57%
Offering apology	111	17.70%
Self-accuse	107	17.07%
Minimizing	58	9.25%
Blaming else	56	8.93%
Querying- precondition	47	7.50%
Expressing embarrassment	47	7.50%
Explanation	32	5.10%
Expressing concern	19	3.03%
Promise of forbearance	11	1.75%
Offering repair	10	1.59%
Total	**627**	100%

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Table 7 displays clearly that the most occurring strategy is 'expressing regret' with an estimated 129 occurrences out of 627 (i.e. 20.57% of the occurrences) followed by 'offering apology' which happened 111 (i.e. 17.7%). However, the least frequent strategies were those of 'promise of-forbearance' as well as 'offer of repair' as happening only as 11 (i.e. 1.75%) and 10 (i.e. 1.59%) respectively.

The central focus in this research was findings patterns when comparing apology discourse markers of NNS and NS lecturers at Saudi Arabian universities that may help pedagogically. As seen in Table 7, patterns of apology strategies diverge. To examine this issue, Table 8 summarizes the frequency of each strategy according to the variables of the study, namely; NNS-NS, male-female, Arabs-non Arabs, and stay in SA. However, the current research attempted to question the issue of DMs in

pedagogical settings with special reference to apology. Accordingly, Table 9 demonstrates an in depth account of the P value of each strategy in question.

The data in Table 9 provided a description of the current apology strategy occurrences all through the study's variables (i.e. NNS-NS, male-female, stay in SA, and Arabs-non Arabs). An analysis of this data was then completed in order to establish patterns or trends. The patterns identified by the researcher have provided some direction for the future on how to understand cross-cultural differences between NNS and NS in terms of apology markers.

- Table 9 indicates that 'self-accuse' strategy is statistically significant where **F** value is estimated as 0.003 (when $P<0.01$) in favor of Arabs' mother tongue. That is, non-Arab lectures tend to be more self-accusative. It also displays significant differences among participants' responses concerning 'expressing embarrassment' strategy where **F** value is estimated as 0.002 (when $P<0.01$) in favor of non-Arabs. This means that Non-Arab lecturers tend to be keen on expressing embarrassments.

- The table reflected statistical significance as calculated as 0.042 for offering repair strategies (when $P<0.05$) in favor of Ns lecturers. Concerning the NS – NNS variable,

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- Table 7 did not show any statistically significant differences between the participants’ responses that are relevant to the other strategies. No other strategy revealed any statistical significant differences.

Concerning the variable of gender, the results obtained from Table 7 demonstrate that statistical significant differences are credited to gender, with special reference to ‘self-accuse’ and ‘explanation’ strategies. F values of these strategies are calculated as 0.034 and 0.008 (when $P<0.005$) respectively. Both results were found to be in favor of female lecturers teaching English at Saudi Arabian universities. That is, it was found that there is a general trend in male participants’ employment of apology DMs.

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Table 8: Frequency of strategies according to the study's variables

	NNS		NS		Males		Females		Stay in SA < 5 yrs		Stay in SA 5-10 yrs		Arabs		Non-Arabs	
Strategy	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Self-accuse	79	73.83	28	26.16	89	83.17	18	16.82	99	92.52	8	7.84	56	52.33	51	47.66
Expressing-regret	109	84.50	20	15.50	97	75.19	32	75.19	118	91.47	11	8.53	59	45.74	70	54.26
Offering-apology	84	75.68	27	24.32	79	71.17	32	28.83	100	90.09	11	9.91	38	34.23	73	65.77
Minimizing	45	77.59	13	22.41	44	75.86	14	24.14	48	82.76	10	17.24	27	46.55	31	53.45
Querying –precondition	37	78.72	10	21.28	35	74.47	11	25.53	44	93.62	3	6.38	21	44.68	26	55.32
Blaming-else	42	75.00	14	25.00	45	80.36	11	19.64	43	76.79	13	23.21	28	50.00	28	50.00
Expressing-embarrassment	40	85.11	7	14.89	33	70.21	14	29.79	39	82.98	8	17.02	14	29.79	33	70.21
Explanation	26	81.25	6	18.75	19	59.38	13	40.63	25	78.13	7	21.88	11	34.38	21	65.63
Expressing-concern	17	89.47	2	10.53	15	78.95	4	21.05	15	78.95	4	21.05	12	63.16	7	36.84
Promise of forbearance	10	90.91	1	9.09	9	81.82	2	18.18	10	90.91	1	9.09	7	63.64	4	36.36
Offering-repair	6	60.00	4	40.00	7	70.00	3	30.00	9	90.00	1	10.00	2	20.00	8	80.00

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Table 9: *P* value of each strategy and all through the study's variables

Strategy	NNS	NS	*p*-value	Ar.	N Arab	*p*-value	Male	Female	*p*-value
Self-accuse	79	28	0.152	56	51	0.003*	89	18	0.034*
Expressing-regret	109	20	0.100	59	70	0.841	97	32	0.985
Offering- apology	84	27	0.398	38	73	0.47	79	32	0.052
Minimizing	45	13	0.740	27	31	0.509	44	14	0.623
Querying – precondition	37	10	0.975	21	26	0.926	35	11	0.905
Blaming- else	42	14	0.180	28	28	0.926	45	11	0.522
Expressing-embarrassment	40	7	0.149	14	33	0.002*	33	14	0.420
Explanation	26	6	0.948	11	21	0.092	19	13	0.008*
Expressing- concern	17	2	0.410	12	7	0.120	15	4	0.752
Promise of forbearance	10	1	0.501	7	4	0.762	9	2	0.952
Offering-repair	6	4	0.042*	2	8	0.404	7	3	0.942

- * sinificant at the 0,05 level.
- ** sinificant at the 0,01 level.
- p- Value = significance (F).

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II) Results related to the second question

To review, the second question inquired about the pedagogical implications of the results of the study. In order to answer this question, ANOVA analysis of the variable NS-NNS with the situations that are relevant to pedagogical settings was conducted. The situations that contained educational illocutionary force indicating device (IFID) which were identified as situation numbers 2, 10 and 11. In situation number 2, the lecturer expresses apology to his/her students when missing a meeting. Situation number 10 entailed eliciting responses on lecturers' apology when not understanding students' language. In situation number 11, lecturers participating in the study responded to how they express apology when forgetting an exam date. These three situations include committing mistakes within educational institutions.

Table 10: ANOVA analysis for the variable NS, NNS and the situations (2, 10, 11)

		Sum of Squares	Df	Mean Square	F	Sig.
s2	Between Groups	2.113	1	2.113	.443	.508
	Within Groups	262.028	55	4.764		
	Total	264.140	56			
s10	Between Groups	15.603	1	15.603	2.374	.129
	Within Groups	361.450	55	6.572		
	Total	377.053	56			
s11	Between Groups	.917	1	.917	.163	.688
	Within Groups	309.644	55	5.630		
	Total	310.561	56			

- * Significant at the 0.05 level.
- ** Significant at the 0. 01 level.

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Table 10; however, indicates that there are no statistical significant differences in participating lecturers' responses to situations 2, 10 and 11. For the significance values of the three situations were estimated as 0.508, 0.129 and 0.668, respectively.

Table 10 shows that there are no significant differences at $\alpha<0.05$ which is attributed to whether the respondent is a native speaker (Ns) or not (NNs). The absence of differences shows that both groups are keen to express their regret as well as apology when committing inaccuracies. Presenting apology, in turn, has a great effect on the listener or the person addressed by the misbehavior action.

Table 11: ANOVA results of the use of IFID and the three situations

		Sum of Squares	Df	Mean Square	F	Sig.
s2 * IFID	Between Groups	48.753	7	6.965	1.584	0.162
	Within Groups	215.388	49	4.396		
	Total	264.14	56			
s10 * IFID	Between Groups	176.421	7	25.203	6.155	0.001
	Within Groups	200.632	49	4.095		
	Total	377.053	56			
s11 * IFID	Between Groups	80.378	7	11.483	2.444	0.031
	Within Groups	230.183	49	4.698		
	Total	310.561	56			

- * Significant at the 0.05 level.
- ** Significant at the 0.01 level.

Further analysis was carried over to ascertain the three situations (2, 10 and 11) and the use of IFID. Thus, Table 11 above shows ANOVA results

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between the three situations and the use of IFID. The results showed that there were significant differences in the use of IFID for S10 and S11 at the significance level of $\alpha < 0.05$. Significance values were estimated as 0.001 and 0.031 for the two situations, respectively. This was credited to whether the speaker is a native speaker or not, yet in favor of the Ns lecturers.

However, patterns of correlation were found between the IFID and that there are strong correlations and relationships between the use of the 'self-accuse' strategy and the three situations at the significance level of $\alpha<0.01$ for situations 2 and 10; for the significance values were estimated as 0.009 and 0.001 respectively. 'Self-accuse' strategy, also, correlated positively with situation number 11, where the significance value was calculated as 0.027 at $\alpha<0.05$. Furthermore,

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Table 12: Correlations analysis of the three situations and (IFID)

		Self-accuse	Expressing-regret	Offering-apology
s2	Pearson Correlation	-.343-**	.142	.015
	Sig. (2-tailed)	.009	.293	.915
	N	57	57	57
s10	Pearson Correlation	-.470-**	-.174	-.329-*
	Sig. (2-tailed)	.001	.196	.012
	N	57	57	57
s11	Pearson Correlation	-.293-*	-.393-**	-.261-*
	Sig. (2-tailed)	.027	.002	.049
	N	57	57	57

- * sinificant at the 0,05 level.
- ** sinificant at the 0,01 level.

Table 12 displays that there is strong correlation between the use of 'expressing regret' strategy with situation number 11 only at the significance level of $\alpha < 0.01$ where it was estimated as 0.002. Concerning the third strategy of IFID, 'offering apology' was found as having a strong correlation situations number 10 and 11 respectively.

In sum, the results of the current study demonstrated that NNs as well as Ns lecturers tend to express apology and regret DMs when committing faults in pedagogical settings. It seems that both Ns and NNs understand that presenting apology, has a great effect on their students as addressed by the wrongdoing action. So, apology plays an important pedagogical role to both parties.

Moreover, the study highlighted the most correlated strategies employed by the participants of the study. 'Self-accuse' 'expressing regret' 'offering apology' were the strategies allocated with the pedagogical situations coded in numbers 2, 10, and 11.

However, the following Chapter will offer an in-depth discussion of the obtained results.

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Chapter Five

Discussion

To review, the present study investigated using discourse markers in the production of NNs and Ns English language lecturers in Saudi Arabia. This study is an attempt in this direction to examine an important aspect of their communicative competence in English through 'apology' as an important type of speech acts. The data were coded and analyzed according to analytical framework as integrating eleven situations eliciting employed apology strategies associated with by university lecturers' setting. An account of the findings is the following:

- The results indicate that non-Arab lecturers are more likely to use 'self-accuse' as well as 'expressing embarrassment' strategies.
- Furthermore, the findings showed that there is a general trend of native speakers lecturers as more likely to use 'offering repair' strategy.
- There were no differences between NNs and Ns lectures' use of apology.
- Explanation as well as self-accuse strategies was evident in female lecturers' responses
- Both NNs as well as Ns lecturers tend to express apology and regret DMs when committing faults.

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- It was found that there is a general trend in Saudi universities in English language lecturers' interactions with respect to 'apology' that maintains the employment of the following strategies: self-accuse, and explanation.

As stated earlier, NNs and Ns English language lecturers utilized the same apology strategies; however, Ns used 'self-accuse' as well as 'expressing embarrassment' strategies, also, NNs used 'offering repair' strategy. No more types of DMs were observed in all of NNs and Ns lecturers' performance.

Apology plays an important pedagogical role; it has diverse linguistic environments where people have different values like those native speakers, Arabs, and non-Arabs. The findings of the current study showed that there is a general trend of non-Arab lecturers to use 'self-accuse' as well as 'expressing embarrassment' strategies. 'Self-accuse' is an admission that the speaker has failed to do or be something s/he knows that need to be done or said. Expressions like 'I am sorry', 'I apologize', 'it's my fault', 'I regret' are found to have a great influence in settlement of disputes or to lessen the degree of anger resulted from a faulty action done by someone. These expressions are the most essential strategies in the apology speech act, which was evidenced by the findings of the present study and several other studies (e.g., Olshtain and Cohen, 1983; Rintell and Mitchell, 1989; Trosborg, 1995) showing that it is the most commonly used apology strategy.

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The dissimilarities in apology strategies with special reference to 'self-accuse' as well as 'expressing embarrassment' strategies can be attributed to respondents' different cultural values and norms. This was evident in non-Arab lecturers' responses. Language is considerably associated and related its culture. The non-Arab participants came from countries like India, Pakistan, and Malaysia.

Findings of the present research lend support to a proposition that the tenacity of re-establishing trust in negotiations and disputes is by making an apology. Consequently, this may result in different rate of the employment of apology strategies; particularly speech acts strategies among various cultures (Bataineh & Bataineh, 2004;).

Eslami-Rasekh. (2004) in this respect asserted that there exist factors on the learners' side which may uphold or impede their ability to perform speech acts in ways that are appropriate for the given situations in which they find themselves (e.g., their language proficiency, learning style preferences, and personality).

Females, in general, are more likely to use of DMs in apology strategies (Bataineh & Bataineh, 2004). Gender differences were apparent in the current study, where female English language lecturers in Saudi Arabia where explanation as well as self-accuse strategies were so evident in female lecturers' responses with special reference to: self-accuse, and explanation.

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Differences are maintained between males and females not with respect to the type of strategy; yet rather with respect to the amount of occurrences. For example, Holmes (1989) studied a variety of strategies used by New Zealanders with attention to many social factors in addition to the distributional patterns for women and men. She, for instance, found that, in 183 remedial exchanges in the corpus with the overall number of 295 occurrences of apology strategies and built on gender, both women and men mostly employ identical strategies, women have a habit of using apologies more than men, women apologized to other women more than to men, and men apologized to women more than to men.

Regarding the non -Arab lecturers the ‘strategy use of ‘self-accuse’ as the first most frequently used strategy, and ‘expressing embarrassment’ as the second can be attributed to the negative impact of their first language rules on their communicative competence in the production of apologies in English. Additionally, it emerges from the values of societies in Pakistan and India due to the fact that traditionally people maintain upright relationship with others by controlling their anger, to avoid saying anything or even deal with those situations face to face, when faced with uncomfortable situations (Abdullah ,1996:30; Jamaliah , 1995:34).This is because, in their culture, sometimes the show of open-mindedness and tolerance through silence and avoidance of responses are appreciated more than expressions of apology. These are all due to the emphases in being.

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Vygotsky (1978) highlighted the perspective that interactions with interlocutors in the environment stimulate the developmental process and foster learning. Later linguists like Sckunk (2004) stressed that cognitive learning involves learning in community with other learners. Consequently, the pedagogical implications for program designs should include opportunities for to interact with native speakers, within a supportive environment.

The present study, accordingly, reported a general trend in Saudi universities in English language lecturers' interactions with respect to 'apology' that maintains the employment of the following strategies: self-accuse, and explanation which may, in turn, improve L2 learning.

Conclusion and Recommendations

To conclude, the data collected from this study shows that in general, apologies between native and non-native speakers of English were not dramatically different. Variation was found, however, in the degree to which the strategies were employed by non-Arab lecturers.

Pedagogically, this study has implications for the development of L2 communicative competence. That is, for L2 learners to become competent in the target language, learners should not only be exposed to rules and vocabulary items, but also to the sociolinguistic rules of the L2 culture. Accordingly, the present study recommends lessons should be planned to

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embrace the speech act of apology in different cultural settings. Teachers are recommended to use audiovisual media which include contextually suitable rules, together with consistent practice of prefabricated expressions. Nevertheless, it is important to recommend more research on apology typology and other speech acts which, in turn, lead to language command linguistically as well as functionally.

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Appendices

Appendix 1: Discourse situations questionnaire

Dear Professor / Doctor,

The researcher is conducting a study that aims to offer a broad description of (Discourse Markers) DMs in pedagogical settings, using data that will be collected from English native and non-native professors at the northern region universities in Saudi Arabia. The study also aims to compare and contrast differences in the use of DMs in pedagogical settings between native speakers of English and Non-native speakers of English. Due to the differences in the ways students from different cultures express apology, it is necessary to understand this contrast where pedagogical implication can be made in a way that help learners through in educational contexts. All data gained will only used for the purposes of the study and will not be used for any other purposes.

Below you will be given some situations and for each situation you are asked to match the most suitable apology strategy used by you if you were in such a situation.

Thanks a lot for your cooperation.

Researcher

Abdulla Sharari



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Part one: Personal Demographic Information

Gender male ☐ female ☐

Mother Tongue Arabic ☐ English ☐ other ☐

(mention please ....).

Home Country Saudi ☐ Arab Country ☐ Foreign country

(mention country please............................)

For Non Saudi respondents

Length of stay in Saudi Arabia

Less than 5 years ☐ 5-10 years ☐ more than 10 years ☐

Part two : Description of Excuse strategies

1. Self accuse and blame, e.g. 'It 's entirely my fault.'
2. Expressing regret, e.g. 'I'm sorry.'
3. Offer of apology, e.g. 'I apologize.'
4. Minimizing, e.g. 'Waiting 10 minutes is nothing, right?'
5. Querying preconditions, e.g. 'Well everyone forgets once in a while, right?'
6. Blaming someone else, e.g. 'Last night, a friend visited me, so (I forgot to call you).'
7. Expressing embarrassment, e.g. 'How could I forget that? (I don't know why).'
8. Explanation, e.g. 'Because the meeting ended late (I am late).'
9. Expressing concern, e.g. 'Are you O.K.?'
10. Promise of forbearance, e.g. 'I will never be late again.'
11. Offer of repair, e.g. 'Instead, I will bring it to you tonight.'

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Part Three : situations

Situation Number one:
You are at a meeting and you say something that one of the participants interprets as a personal insult to him. The participant said, " I feel that your last remark was directed at me and I take offence". You'd say

Situation Number Two: you completely forget a crucial meeting at the office with some of your students. The problem is that this the second time you've forgotten such a meeting. You'd say:

Situation Number Three: you forget a get-together with a friend. You call him to apologize. This is already the second time you've forgotten the meeting with him/her. You'd better say:

Situation Number Four: you call from work to find out how things are at home and your kids remind you that you forgot to take him shopping as you had promised. And this is not the first time that this has happened. You\d say:

Situation Number Five: Backing out of a parking place, you run into the side of another car. It was clearly your fault. You dent in the side door slightly. The driver gets out and comes over to you angrily. You would say:-

Situation Number Six: You accidentally bump into a well-dressed elderly lady at an elegant department store, causing her packages spill over the floor. You hurt her leg, too. It's clearly your fault and you want to apologize profusely. You'd say :-

Situation Number Seven: You accidentally bump into a well-dressed elderly lady at an elegant department store, you hardly could have avoided doing so because she was blocking the way. Still, you feel that some kind of apology is in order. You'd apologize saying

Situation Number Eight: You have arrived late at a restaurant where you invited some friends. you were late because of the heavy traffic. You'd apologize saying:-

Situation Number Nine: you've just blown your nose in front of someone. He felt angry to do so. You'd apologize by saying....

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Situation Number Ten: someone is talking to you, but you don't understand his language. You'd apologize saying

Situation Number Eleven: you have given your students an appointment to give them a test. You gave them certain topics to be included in the test. You forgot the topics, so you included questions that were not from the predetermined topics. You'd say:-

FOR EACH OF THE ABOVE SITUATION PLEASE TICK THE MOST APPROPRIATE RESPONSE OF THOSE STATED IN THE TABLE. YOU CAN TICK MORE THAN ONE RESPONSE.

	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11
1. Self accuse and blame.											
2. Expressing regret											
3. Offer of apology											
4. Minimizing											
5. Querying preconditions											
6. Blaming someone else											
7. Expressing embarrassment											
8. Explanation											
9. Expressing concern											
10. Promise of forbearance											
11. Offer of repair											

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Appendix (2) Task letter from Yarmouk University to cultural commission in Amman

جامعــة اليرمــوك
YARMOUK UNIVERSITY

كليــة التربيــة
مكتب العميد

الرقم: ك ت/١٠٧/١٨/١٥٥٨
التاريخ: ٧/ذو القعدة/ ١٤٣٣ هـ
الموافق: ٢٣/ أيلول/ ٢٠١٢ م

إلى من يهمه الامر

الموضوع: تسهيل مهمة الطالب/عبدالله بن نزال بن صامد الشراري

السلام عليكم ورحمة الله وبركاته،،،

يقوم الطالب عبدالله بن نزال بن صامد الشراري ذو الرقم الجامعي (٢٠٠٩٤٠٣٢٥٣) بدراسة بعنوان "دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الانجليزية والناطقين بغيرها في الجامعات السعودية"وذلك إستكمالاً لمتطلبات الحصول على درجة الماجستير في كلية التربية، تخصص مناهج اللغة الانجليزية وأساليب تدريسها. ويستدعي ذلك تطبيق أداة الدراسة (الاستبانة) على عينة من أعضاء هيئة التدريس الأجانب والعرب في الجامعات السعودية.

أرجو التكرم بالاطلاع والموافقة على تسهيل مهمة الطالب المذكور أعلاه.

شاكراً لكم حسن تعاونكم مع الجامعة

وتفضلوا بقبول فائق الاحترام،،،

/عميد كلية التربية

أ.د.امل خصاونة

تلفون: ٧٢١١١١١ - ٢ - ٩٦٢ فرعي ٣٧٢٨ أو ٣٧٢٩ فاكس: ٧٢١١١٩٩ - ٢ - ٩٦٢ فاكس الكلية (٧٢١١١٣٦ - ٢ - ٩٦٢) اربد - الأردن
Tel: 962 - 2 - 7211111 Fax : 962-2-7211199 Irbid - Jordan E-mail: fac_edu@yu.edu.jo http://www.yu.edu.jo

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Appendix (3) Task letter from Cultural Commission in Amman to the Ministry of Higher Education in Saudi Arabia

AMMAN عمان

(عاجل جداً)

١٠٦٠٤٥٦٧١٠

صاحب المعالي وزير التعليم العالي حفظه الله

السلام عليكم ورحمة الله وبركاته ... وبعد:

أشير إلى برقية معاليكم الكريم رقم ٨١٠٤ وتاريخ ١٤٣١/٥/٧هـ المتضمنة التوجيه بالرفع لمعاليكم عن كل موضوع يتقدم فيه المبتعثون بتطبيق استبانة أو اجراء بحث يتعلق بالمملكة العربية السعودية أو بأي أجهزتها أو مؤسساتها العامة، والا تتخذ الملحقية أي إجراء بهذا الخصوص حتى يتم التوجيه لها بما يلزم .

يطيب لي أن أعرض لنظر معاليكم الكريم الطلب المقدم من الطالب المبتعث/ عبدالله نزال صامد الشراري، الملتحق في تخصص (مناهج اللغة الانجليزية وأساليب تدريسها) لمرحلة الماجستير بجامعة اليرموك متضمناً رغبته في الموافقة على القيام برحلة علمية إلى المملكة العربية السعودية لإجراء بحثه والذي هو بعنوان: ((دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الانجليزية والناطقين بغيرها في الجامعات السعودية)) ونرفق لكم صورة من خطاب سعادة عميد كلية التربية بجامعة اليرموك المؤرخ في ١٤٣٣/١١/٧هـ وأدوات الدراسة (اختبارات) على عينة الدراسة المتضمن طلب تسهيل مهمة الباحث في تطبيق أداة الدراسة.

لذلك آمل تلطف معاليكم الكريم بالاطلاع والتوجيه بما يلزم حيال ذلك حتى يتسنى للملحقية إكمال اللازم .

وتقبلوا معاليكم فائق تحياتي وتقديري ،،،

الملحق الثقافي السعودي في الأردن

أ.د. محمد بن مفرح شبلي القحطاني

الرقم : ١٨٥٦٣٢ التاريخ : ١١/ ١٤٣٣ الموضوع : .... المرفقات : ....

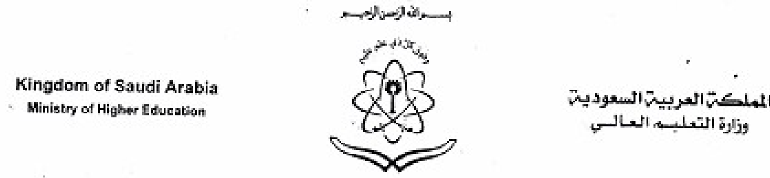
هاتف : ٥٣٧٥٥٥٥ فاكس : ٥٣٣١٤٥٣ ص.ب ٢٧١٧ عمان ١١٨٢١ الأردن البريد الإلكتروني : E-mail:sacmjo@sacm.org.jo - www.sacm.org.jo

Tel:5375555 Fax: 5331453 P.O.Box. 2717 Amman 11821 Jordan E-mail:sacmjo@sacm.org.jo - www.sacm.org.jo

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Appendix (4) Approval of conducting the study in the universities of Saudi Arabia

بسم الله الرحمن الرحيم



سعادة الملحق الثقافي في الأردن **المحترم**

السلام عليكم ورحمة الله وبركاته

اشارة إلى خطاب سعادة وكيل الوزارة للشؤون التعليمية رقم ١١٣١٠٧ وتاريخ ١٤٣٣/١١/٢٣هـ، والمبني على خطابكم رقم ١٨٢٦٣ وتاريخ ١٤٣٣/١١/١٥هـ، بشأن الطالب/ عبدالله نزال صامد الشراري، (رقم الهوية الوطنية ١٠٦٠٤٥٦٧١٠)، الدارسة بمرحلة الماجستير في جامعة (اليرموك)، بالأردن، والمتضمن الاطلاع على طلبه واتخاذ الاجراء المناسب بحكم الاختصاص.

وحيث يرغب الطالب القيام برحلة علمية لجمع معلومات متعلقة برسالة الماجستير التي بعنوان (دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الانجليزية والناطقين بغيرها في الجامعات السعودية..).

عليه نأمل مخاطبة الجهات المستضيفة بالمملكة العربية السعودية، بطلب تزويدكم بموافقتهم على إجراء الدراسة لديهم،-ومن ثم الرفع بطلب رحلة علمية للطالب، بعد ارفاق كامل المسوغات المطلوبة، ليتم النظر في طلبه وفق النظام.

وتقبلوا خالص تحياتي وتقديري،،،

مدير عام

الإدارة العامة لشؤون البعثات المكلف

د . فوزي بن عبدالغني بخاري

الرقم .... التاريخ .... المرفقات ....

Riyadh 11153 - Tel. (+966-1) 2107533 - 4415555 - Fax: (+966-1) 2107561

الرياض ١١١٥٣ - ت ٢١٠٧٥٣٣ - ٤٤١٥٥٥٥ (٠٩٦٦-١) ف ٢١٠٧٥٦١ (٠٩٦٦-١)

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Appendix (5) Task letter from Cultural Commission in Amman to Al Jouf University.

ROYAL EMBASSY OF SAUDI ARABIA
CULTURAL MISSION
AMMAN



سفارة المملكة العربية السعودية
الملحقية الثقافية
عمان

سعادة وكيل جامعة الجوف للدراسات العليا والبحث العلمي وفقه الله

السلام عليكم ورحمة الله وبركاته ....

أود الإفادة بأن الطالب المبتعث / **عبدالله نزال صامد الشراري**، والملتحق بجامعة اليرموك لمرحلة الماجستير يرغب جمع معلومات وبيانات تتعلق ببحثه والذي هو بعنوان (**دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الإنجليزية والناطقين بغيرها في الجامعات السعودية**) ويحتاج إلى القيام بتطبيق أداة الدراسة للحصول على بيانات نوعية وكمية من أعضاء هيئة التدريس وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير ويرفقه صورة من خطاب سعادة مدير عام الإدارة العامة لشؤون البعثات المكلف رقم (١٢٨٢٧٩) وتاريخ ١٤٣٣/١٢/٥هـ وخطاب سعادة عميد كلية التربية بجامعة اليرموك المؤرخ في ١٤٣٣/١١/٧هـ المتضمنة الموافقة على تسهيل مهمة الباحث .

أمل تلطف سعادتكم بالنظر في تحقيق رغبته والإيعاز لمن يلزم بتزويدها بخطاب يتضمن موافقة سعادتكم على ذلك.

ولكم تحياتي ،،،

الملحق الثقافي السعودي في الأردن

أ.د. محمد بن مفرح شبلي القحطاني

الرقم: ١٩٠٤٥ التاريخ: ١٦/ ١٢/ ١٤٣٣ الموضوع: .... المرفقات: ....

هاتف: ٥٣٧٥٥٥٥ فاكس: ٥٣٣١٤٥٣ ص.ب: ٢٧١٧ عمان ١١٨٢١ الأردن البريد الإلكتروني: sacmjo@sacm.org.jo - E-mail:sacmjo@sacm.org.jo - www.sacm.org.jo
Tel:5375555 Fax: 5331453 P.O.Box. 2717 Amman 11821 Jordan E-mail:sacmjo@sacm.org.jo - www.sacm.org.jo

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Appendix (6) Approval of the thesis title

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة التعليم العالي
جامعة الجوف
وكيل الجامعة للبحث العلمي
والدراسات العليا
رمزه (٥١/٤)

جامعة الجوف
AlJouf University

الرقم: ....
التاريخ: / / ١٤هـ
المرفقات: ....

تعميم

سعادة الدكتور **عميد كلية العلوم الطبية التطبيقية** **المحترم**
سعادة الدكتور **عميد كلية الهندسة** **المحترم**
سعادة الدكتور **عميد كلية التربية** **المحترم**
سعادة الدكتور **عميد كلية العلوم** **المحترم**
سعادة الدكتور **عميد كلية العلوم الإدارية والإنسانية** **المحترم**
سعادة الدكتور **عميد كلية المجتمع بالقريات بتين** **المحترم**
سعادة الدكتور **عميد كلية العلوم والآداب بالقريات** **المحترم**
سعادة الدكتور **عميد كلية المجتمع بسكاكا** **المحترم**
سعادة الدكتور **عميد كلية الصيدلة** **المحترم**
سعادة الدكتور **منسق كلية علوم الحاسب والمعلومات** **المحترم**
سعادة الدكتور **منسق كلية العلوم والآداب بطبرجل** **المحترم**
سعادة الدكتور **عميد كلية الطب** **المحترم**
سعادة الدكتور **عميد كلية طب الأسنان** **المحترم**

بناء على موافقة معالي الأستاذ الدكتور مدير الجامعة على توصية اللجنة الدائمة للبحوث العلمية آمل تسهيل مهمة الباحث / عبد الله نزال الشراري المبتعث لجامعة اليرموك بالأردن لدراسة الماجستير لإجراء بحث ميداني وجمع معلومات تتعلق ببحث بعنوان :

" دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الانجليزية والناطقين بغيرها في الجامعات السعودية "

(مرفق استبانه)

وتقبلوا سعادتكم خالص تحياتي وتقديري،،،

وكيل الجامعة
للدراسات العليا والبحث العلمي

د. ماهر بن مفضي العنزي

E-MAIL RECTOR@JU.EDU.SA البريد الإلكتروني P.O.BOX 2014.AL-JOUF.SKAKA. TEL.04 6242371 . FAX.046247183

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Appendix (7) Approval of the thesis title

ROYAL EMBASSY OF SAUDI ARABIA
CULTURAL MISSION
AMMAN

سفارة المملكة العربية السعودية
الملحقية الثقافية
عمان

عطوفة رئيس جامعة اليرموك   وفقه الله

السلام عليكم ورحمة الله وبركاته ... وبعد:

أود إفادة عطوفتكم بأن الملحقية لا تمانع من اعتماد عنوان رسالة الطالب/ **عبدالله نزال صامد الشراري**، الدارس في جامعتكم الموقرة في تخصص مناهج وأساليب تدريس اللغة الإنجليزية لمرحلة الماجستير في موضوع: "**دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الإنجليزية والناطقين بغيرها في الجامعات السعودية**" مع اعتماد المشرف المقترح .

وتقبلوا عطوفتكم فائق تحياتي وتقديري،،،

الملحق الثقافي السعودي في الأردن

أ.د. محمد بن مفرح شبلي القحطاني

الرقم: ٤٦٦٦ التاريخ: ١٨/ ٩ /١٤٣٢هـ الموضوع: .... المرفقات: ....

هاتف: ٥٣٧٥٥٥٥ فاكس: ٥٣٣١٤٥٣ ص.ب: ٢٧١٧ عمان ١١٨٢١ الأردن البريد الإلكتروني: sacmjo@sacm.org.jo - www.sacm.org.jo
Tel:5375555 Fax: 5331453 P.O.Box. 2717 Amman 11821 Jordan E-mail:sacmjo@sacm.org.jo - www.sacm.org.jo

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Appendix (8) Task letter from Cultural Commission in Amman to Tabouk University

ROYAL EMBASSY OF SAUDI ARABIA
CULTURAL MISSION
AMMAN

سفارة المملكة العربية السعودية
الملحقية الثقافية
عمان

سعادة وكيل جامعة تبوك للدراسات العليا والبحث العلمي وفقه الله

السلام عليكم ورحمة الله وبركاته ....

أود الإفادة بأن الطالب المبتعث / **عبدالله نزال صامد الشراري**، والملتحق بجامعة اليرموك لمرحلة الماجستير يرغب جمع معلومات وبيانات تتعلق ببحثه والذي هو بعنوان (**دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الإنجليزية والناطقين بغيرها في الجامعات السعودية**) ويحتاج إلى القيام بتطبيق أداة الدراسة للحصول على بيانات نوعية وكمية من أعضاء هيئة التدريس وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير ويرفقه صورة من خطاب سعادة مدير عام الإدارة العامة لشؤون البعثات المكلف رقم (١٢٨٢٧٩) وتاريخ ١٤٣٣/١٢/٥هـ وخطاب سعادة عميد كلية التربية بجامعة اليرموك المؤرخ في ١٤٣٣/١١/٧هـ المتضمنة الموافقة على تسهيل مهمة الباحث .

آمل تلطف سعادتكم بالنظر في تحقيق رغبته والإيعاز لمن يلزم بتزويدها بخطاب يتضمن موافقة سعادتكم على ذلك.

ولكم تحياتي ،،،

الملحق الثقافي السعودي في الأردن

أ.د. محمد بن مفرح شبلي القحطاني

الرقم: ١٩٥٤٧ التاريخ: ١٦/١٢/١٤٣٣ الموضوع: .... المرفقات: ....

هاتف: ٥٣٧٥٥٥٥ فاكس: ٥٣٣١٤٥٣ ص.ب: ٢٧١٧ عمان ١١٨٢١ الأردن البريد الإلكتروني: sacmjo@sacm.org.jo - www.sacm.org.jo
Tel:5375555 Fax: 5331453 P.O.Box. 2717 Amman 11821 Jordan E-mail:sacmjo@sacm.org.jo - www.sacm.org.jo

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Appendix (9) Task letter from Cultural Commission in Amman to Hayel University

ROYAL EMBASSY OF SAUDI ARABIA
CULTURAL MISSION
AMMAN

سفارة المملكة العربية السعودية
الملحقية الثقافية
عمان

سعادة وكيل جامعة حائل للدراسات العليا والبحث العلمي وفقه الله

السلام عليكم ورحمة الله وبركاته ....

أود الإفادة بأن الطالب المبتعث / **عبدالله نزال صامد الشراري**، والملتحق بجامعة اليرموك لمرحلة الماجستير يرغب جمع معلومات وبيانات تتعلق ببحثه والذي هو بعنوان (**دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الإنجليزية والناطقين بغيرها في الجامعات السعودية**) ويحتاج إلى القيام بتطبيق أداة الدراسة للحصول على بيانات نوعية وكمية من أعضاء هيئة التدريس وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير ويرفقه صورة من خطاب سعادة مدير عام الإدارة العامة لشؤون البعثات المكلف رقم (١٢٨٢٧٩) وتاريخ ١٤٣٣/١٢/٥هـ وخطاب سعادة عميد كلية التربية بجامعة اليرموك المؤرخ في ١٤٣٣/١١/٧هـ المتضمنة الموافقة على تسهيل مهمة الباحث .

آمل تلطف سعادتكم بالنظر في تحقيق رغبته والإيعاز لمن يلزم بتزويدها بخطاب يتضمن موافقة سعادتكم على ذلك.

ولكم تحياتي ،،،

الملحق الثقافي السعودي في الأردن

أ.د. محمد بن مفرح شبلي القحطاني

الرقم : ١٩٥٤٤ التاريخ : ١٦/١٢/١٤٣٣ الموضوع : .... المرفقات : ....

هاتف : ٥٣٧٥٥٥٥ فاكس : ٥٣٣١٤٥٣ ص.ب ٢٧١٧ عمان ١١٨٢١ الأردن البريد الإلكتروني : E-mail:sacmjo@sacm.org.jo - www.sacm.org.jo

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Appendix (10) Task letter from Cultural Commission in Amman to the University of the northern Borders

ROYAL EMBASSY OF SAUDI ARABIA
CULTURAL MISSION
AMMAN

سفارة المملكة العربية السعودية
الملحقية الثقافية
عمان

سعادة وكيل جامعة الحدود الشمالية للدراسات العليا والبحث العلمي **وفقه الله**

السلام عليكم ورحمة الله وبركاته ....

أود الإفادة بأن الطالب المبتعث / **عبدالله نزال صامد الشراري**، والملتحق بجامعة اليرموك لمرحلة الماجستير يرغب جمع معلومات وبيانات تتعلق ببحثه والذي هو بعنوان (**دراسة مقارنة لتعبيرات الخطاب الاعتذارية للناطقين باللغة الإنجليزية والناطقين بغيرها في الجامعات السعودية**) ويحتاج إلى القيام بتطبيق أداة الدراسة للحصول على بيانات نوعية وكمية من أعضاء هيئة التدريس وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير ويرفقه صورة من خطاب سعادة مدير عام الإدارة العامة لشؤون البعثات المكلف رقم (١٢٨٢٧٩) وتاريخ ١٤٣٣/١٢/٥هـ وخطاب سعادة عميد كلية التربية بجامعة اليرموك المؤرخ في ١٤٣٣/١١/٧هـ المتضمنة الموافقة على تسهيل مهمة الباحث .

أمل تلطف سعادتكم بالنظر في تحقيق رغبته والإيعاز لمن يلزم بتزويدها بخطاب يتضمن موافقة سعادتكم على ذلك.

ولكم تحياتي ،،،

الملحق الثقافي السعودي في الأردن

أ.د. محمد بن مفرح شبلي القحطاني

الرقم : ١٩٥٤٦ التاريخ : ١٤٣٣/١٢/١٦هـ الموضوع : المرفقات :

هاتف : ٥٣٧٥٥٥٥ فاكس : ٥٣٣١٤٥٣ ص.ب : ٢٧١٧ عمان ١١٨٢١ الأردن البريد الإلكتروني : E-mail:sacmjo@sacm.org.jo - www.sacm.org.jo

Tel:5375555 Fax: 5331453 P.O.Box. 2717 Amman 11821 Jordan E-mail:sacmjo@sacm.org.jo - www.sacm.org.jo

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Abstract in Arabic

المستخلص باللغة العربية

الشراري، عبدالله نزال، دراسة مقارنة لتعبيرات الخطاب الاعتذارية لدى الناطقين باللغة الانجليزية كلغة أم وغير الناطقين بها كلغة أم في الجامعات السعودية. رسالة ماجستير، جامعة اليرموك، 2013، (اشراف الدكتورة دينا الجمل).

تصف هذه الدراسة وتقارن استراتيجيات الاعتذار التي يستخدمها الناطقون باللغة الانجليزية كلغة أصيلة وغير الناطقين بها من المحاضرين في الجامعات السعودية وذلك حسب أحد عشرمواقفا خطابيا تم تحديدها في اداة الدراسة. ولهذا الغرض تم جمع بيانات من 45 مدرسا ممن لغتهم الاصيلة غيراللغة الانجليزية و12 ممن لغتهم الاصيلة اللغة الانجليزية في السنة الدراسية 2011-2012. هذا و قد تم جمع البيانات من توزيع استبانة تضمنت مواقفا اعتذارية. أظهرت النتائج بشكل واضح أن أنماط الاعتذار لدى الناطقين وغيرهم لا تختلف عن بعضها البعض بشكل جوهري. كما أظهرت النتائج وجود اختلاف في درجة توظيف بعض استرتيجيات الاعتذار من المحاضرين غير العرب. وفي ضوء النتائج ،اوصت الدراسة بتضمين عمليات الاتصال التربوية بشكل عام وانماط الاعتذار بشكل خاص لمصممي المناهج والباحثين والمحاضرين والمدرسين والمهتمين بالدراسات البراغماتية التي بدورها تحسين تعلم اللغة الانجليزية.

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